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ABSTRACT

In this Test Collection Bulletin, annotated listings are provided of tests that have been acquired by Educational Testing Service, of tests that have been announced, of test reviews, and of new references. The test acquisitions are categorized as to type of test, as follows: Achievement; Aptitude; Personality Interests, Attitudes, and Opinions; and Miscellaneous, Sensory-motor, Unidentified. Tests that are included in a special Head Start Test Collection are identified with a symbol. In addition, tests that are no longer available are listed; scoring services and systems are cited; notes relating to tests and testing programs are provided; addresses of publishers and organizations whose materials and services are mentioned in this bulletin are given; and an index to Volume 7 is included. The final page of the bulletin provides subscription information relative to the Test Collection Bulletin. (DB)

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A QUARTERLY DIGEST OF INFORMATION ON TESTS

test collection bulletin

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Pamela Rosen, Editor
Vol. 7, No. 4

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The Test Collection of Educational Testing Service is an extensive library of tests and other measurement devices. It also includes publishers' catalogs and descriptive materials, information on scoring services, and systems, test reviews, and reference materials on measurement and evaluation.

A special Head Start Test Collection has been established to provide information about instruments for those engaged in research or project direction involving young children. Any *Bulletin* entry of particular interest to those working with children from birth to age nine will be preceded by the symbol •.

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For further information about materials and services listed in this *Bulletin*, readers are requested to communicate directly with the appropriate publisher or organization. Addresses are provided on pages 12-14. Occasionally the reader is referred to a journal article, an Educational Resources Information Center (ERIC) Document, or a document deposited with the ASIS National Auxiliary Publications Service (NAPS) as either the source of a measure or an alternate source. Instructions for ordering ERIC documents are published in *Research in Education*, the monthly document index for the ERIC system. Readers interested in obtaining NAPS documents should write to ASIS National Auxiliary Publications Service for instructions and a current price schedule. The Index to Volume 7, Numbers 1-4 is included in this issue.

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ACQUISITIONS

Unless otherwise indicated, the tests have been published in the United States.

Achievement

Grades 7 and 8 Mathematics Test Item Pool by Dorothy M. Horn, Committee Chairman; c1969; Grades 7-8; Ontario Institute for Studies in Education, Canada.

A collection of multiple-choice items designed to assist the teacher in measuring knowledge and information, techniques and skills, translation of data to symbols, and analysis and solution of problems. The pool is arranged into four booklets, each emphasizing a specific area of mathematics:

A Study of the Set of Whole Numbers
The items cover the properties of whole numbers, the use of number sentences, factoring, numeration systems to bases other than ten, extension of the language and application of sets, and a review and extension of the properties and operations in the set of whole numbers.

The Study of the Set of Fractional Numbers
Areas covered include common fractions, decimal notation, use of the fractional number for comparisons and extension to percent, review of the properties of the set of fractional numbers, and ratio.

Geometry and Measurement
The items cover descriptive geometry of straight line figures, measurement related to straight line figures, geometry and measurement, integers, and an introduction to some of the language used in the presentation and interpretation of data.

Supplementary Classroom Problems
Consists of a variety of problems for supplementary use.

Illinois Tests in the Teaching of English–Knowledge of Language: Competency Test A by William H. Evans and Paul H. Jacobs; c1969-72; Preservice and Inservice Teachers of High School English; Southern Illinois University Press.

A criterion-referenced test assessing teachers' attainment of objectives based on professionally-established criteria. The test covers: the functioning of language; the principles of semantics; systems of English grammar; the history of the English language, including its phonological, morphological, and syntactic changes; and concepts about levels of usage and dialectology.

Illinois Test in the Teaching of English–Attitude and Knowledge in Written Composition: Competency Test B by William H. Evans and Paul H. Jacobs; c1969-72; Preservice and Inservice Teachers of High School English; Southern Illinois University Press.

A measure of teachers' attitude toward and philosophy of the teaching of written composition. The test also assesses their ability to recognize characteristics of good writing, perceive the complexities of composing, and recognize and analyze the strengths and weaknesses of a composition and communicate this analysis effectively. The test objectives are based on professionally-established criteria.

Illinois Tests in the Teaching of English–Knowledge of Literature: Competency Test C by William H. Evans and Paul H. Jacobs; c1969-72; Preservice and Inservice Teachers of High School English; Southern Illinois University Press.

Designed to assess teachers' familiarity with patterns of development of English and American literature, major authors representative of various genres and periods, literature concerning minority groups, both ancient and modern major works of literature, significant critical theories and schools of criticism, adolescent behavior.

Illinois Tests in the Teaching of English–Knowledge of the Teaching of English: Competency Test D by William H. Evans and Paul H. Jacobs; c1969-72; Preservice and Inservice Teachers of High School English; Southern Illinois University Press.

Designed to enable teachers to demonstrate their familiarity with various aspects of the teaching of English. These include: learning processes and adolescent psychology; the content, instructional materials, and organization of secondary English programs, concepts of the role of English in the total school program, and principles of curriculum development in English; methods of teaching English, ways to select and adapt methods and materials, and ways to develop assignments; corrective and developmental reading techniques; and professionally-endorsed principles of evaluation and test construction.

Interaction Science Curriculum Project Student Achievement Tests by Donald Chaney and Hulda Grobman; c1968-72; Grades 7-9; Rand McNally and Company.

These tests were designed to complement a junior high school inquiry-oriented science series. Emphasis is placed on general science skills, familiarity with the scientific laboratory, and problems in society which have scientific implications. Four achievement tests and two final examinations are provided for each of three areas: Interaction of Earth and Time, Interaction of Man and the Biosphere, and Interaction of Matter and Energy. Each test yields two subscores: Information and Definitions, and Science Skills.

McCartney Tests in Reading Comprehension; Grammar, Usage, and Structure; and Vocabulary by William A. McCartney; c1963-68; College Entrants; William A. McCartney.

These three tests were designed to be used as a battery to assess college entrants' skills in English. The Reading Comprehension Test consists of 48 items drawn from short selections of prose which sample several fields of interest. Responses to items in the Grammer, Usage, and Structure Test are marked according to logic of expression, idiom, good taste, or the most widely accepted practices of writing. Recognition of synonyms is required by the Vocabulary Test. The tests may also be administered separately.

• *McGrath Test of Reading Skills: Second Edition* by Joseph E. McGrath; c1965-67; Grades 1-13; McGrath Publishing Company.

A measure of reading achievement devised to detect reading problems and to identify general areas of weakness. The test includes three subtests: Word Recognition, Oral Paragraph Reading, and Word Meanings. It is individually administered.

Mathematics Evaluation Materials Package: Experiences with Sets and Numbers; c1972; Grades 4-6; Ontario Institute for Studies in Education, Canada.

A set of performance objectives and companion test items. The Package can be used for designing tests covering short units of work or for constructing longer tests. The items are designed to help determine areas of strengths and weaknesses of individuals or groups, or to identify readiness for further development of a topic.

• *Objectives-Based Test Collections*; c1973; Kindergarten-Grade 12; Instructional Objectives Exchange.

A series of criterion-referenced tests designed for use in program evaluation and individual diagnosis. Each collection of measures consists of approximately 40 tests, each of which is keyed to explicitly formulated instructional objectives. All the tests are available in two comparable forms.

• *Mathematics: Operations and Properties, Kindergarten–Grade 12*
The collection assesses skills in the use of basic operations and properties, including addition, subtraction, multiplication, division, and combined operations.

• *Mathematics: Sets and Numbers, Kindergarten-Grade 6*
Each test in this collection is designed to measure a major skill in the use of sets, whole numbers, and rational numbers.

• *Reading: Comprehension Skills, Kindergarten–Grade 6*
Assesses mastery of basic reading comprehension skills. Tests are provided in the areas of: main idea, conclusions, sequence, context clues, punctuation, syntactical structures, and affixes.

• *Reading: Word Attack Skills, Kindergarten–Grade 6*
Designed to assess knowledge of basic word attack skills. The tests cover: visual and auditory discrimination, basic sight vocabulary, recognition of sounds and their association with letters, and pronunciation of patterned letter combinations and words.

• *Reynell Developmental Language Scales: Experimental Edition* by Joan Reynell; c1969; Ages 6 months-6 years; NFER Publishing Company, Ltd., England.

A clinical device designed to assess separately expressive language and verbal comprehension in handicapped children. The test consists of two verbal comprehension scales and an expressive language scale. Training is required to administer the *Scales*. They are individually administered and a number of props are necessary.

Tests of Achievement in Basic Skills: Mathematics, Level B by James C. Young; c1972-73; Grades 4-6; Educational and Industrial Testing Service.

A criterion-referenced, diagnostic mathematics test based on performance objectives. The items are arranged in three parts. Part I, Arithmetic Skills, measures skills in the four basic operations within the sets of whole numbers, rational numbers, and percents; Part II, Geometry-Measurement-Application, covers basic geometric concepts, arithmetic measurements, and application of basic mathematic skills to practical problems; and Part III, Modern Concepts, deals with modern mathematics concepts such as sequences, ordered pairs, number properties, primes, sets, and expanded notation.

Tests of Achievement in Basic Skills: Mathematics, Level D by James C. Young; c1972; Grades 10-12; Educational and Industrial Testing Service.

This criterion-referenced, diagnostic mathematics test is in two parts. Arithmetic Skills assesses skill in using the four basic operations within the sets of whole numbers, rational numbers, and percents. Arithmetic Application covers basic geometric concepts, arithmetic measurements, and application of basic mathematic skills to practical problems.

Aptitude

• *Analysis of Readiness Skills; Reading and Mathematics* by Mary C. Rodrigues, William H. Vogler, and James F. Wilson; c1969-72; Kindergarten-Grade 1; Houghton Mifflin Company.

Measures the extent to which a child is ready for beginning reading and mathematics programs. The test consists of three brief subtests: Visual Perception of Letters, Letter Identification, and Mathematics (Identification, Counting). Directions and norms are provided for both English- and Spanish-speaking children. The test may also be used to support a diagnosis of visual and auditory problems and to indicate Spanish-speaking children's readiness for placement in English as a Second Language programs.

Differential Aptitude Tests: Forms S and T (DAT) by George K. Bennett, Harold G. Seashore, and Alexander G. Wesman; c1947-73; Grades 8-12 and Adults; The Psychological Corporation.

This newly standardized edition of the *DAT* provides a profile of students' strengths and weaknesses in eight abilities: Verbal Reasoning, Numerical Ability, Abstract Reasoning, Space Relations, Mechanical Reasoning, Clerical Speed and Accuracy, Spelling, and Language Usage. An optional Career Planning Questionnaire is available.

Programming Aptitude Test: Experimental Form S by Jack M. Wolfe; c1972; Grades 13-16; Programming Specialists, Inc.

Assesses aptitude for computer programming in terms of the ability to analyze a problem logically and the ability to perform detailed steps with a high degree of accuracy.

Personality Interests, Attitudes, and Opinions:

Achievement Scales: Female by Albert Mehrabian; circa 1968; Ages 18 and over; Albert Mehrabian.

Designed to discriminate high achievers from low achievers based upon Atkinson's theory of achievement motivation. The examinee indicates the degree of his agreement or disagreement with a series of statements. Factors covered by the *Scales* include: independence, choice of achievement related activity, feelings relating to success and failure, preference for moderate vs. low or high risk situations, preference for activity involving competition and skill vs. cooperation and chance, and persistence at demanding tasks.

Achievement Scales: Male by Albert Mehrabian; circa 1968; Ages 18 and Over; Albert Mehrabian.

The form of the *Achievement Scales* designed for use with males.

Activation-Deactivation Adjective Check List by Robert E. Thayer; Not Dated; Ages 18 and Over; Robert E. Thayer.

A self-report device designed to assess levels of activation. The subject responds to a list of adjectives by indicating on a four-point scale the extent to which each adjective describes his feelings at the moment. The activation dimensions are: General Activation, High Activation, General Deactivation, and Deactivation-Sleep.

Attitudes Toward Homosexuality Scale by A. P. MacDonald, Jr. and Jim Huggins; Not Dated; Adults; A. P. MacDonald, Jr.

Designed to elicit evaluative attitudes toward homosexuality.

The Attitudes Toward Women Scale: Short Form by Janet T. Spence, Robert Helmreich, and Joy Stapp; circa 1972; Adults; Robert Helmreich.

A shortened version of the original scale which was devised to measure attitudes toward the rights and roles of women in modern society. The items cover the vocational, educational, and intellectual roles of women, as well as their freedom and independence, dating and courtship patterns, etiquette, sexual behavior, and marital relationships and obligations.

• *Child Behavior Checklist* by Richard N. Walker; circa 1963; Ages 2.5-5.0*; Richard N. Walker

An adjective checklist by which parents may rate their children's behavior. The items cover characteristics in eight areas: energetic, active; curious, thoughtful; aggressive, assertive; fearful, dependent; social, friendly; excitable, tense; cooperative, conforming; and cheerful, lively. The rater underlines traits which are characteristic of the child, circles traits which are uncharacteristic, and uses a double underline or double circle when emphasis is needed. *The Checklist is also appropriate for use with disturbed children aged 6-14 years.

• *Children's Locus of Control Scale* by Irving Bailer and Rue Cromwell; Not Dated; Grades 1-8*; Irving Bailer.

Designed to measure the extent to which an individual construes both positive and negative event outcomes as being consequential to his own actions rather than as due to the manipulations of fate, chance, or other people. *The Scale has been administered to mentally retarded adults.

Conformity Scale by A. P. MacDonald, Jr.; Not Dated; Adults; A. P. MacDonald, Jr.

A 20-item Asch-type conformity scale controlled for acquiescence response set. The scale is based upon items developed by Barron and Crutchfield.

Educational Values Assessment (EVA) Questionnaire by Harry Gottesfeld; c1973; Adults; Behavioral Publications, Inc.

A rating scale designed to determine the educational values of individuals or groups. The questionnaire consists of a list of activities related to education each of which are rated on a 7-point scale of importance. Educational issues covered by the scale are: community involvement; strictness/standards; professional specialists; innovation; health, recreation, and practical training; economic considerations; parent education; and special handling of difficult children. Comprehension of the written instructions requires a fifth-grade reading level.

Femininity Adjective Check List by Ralph F. Berdie; Not Dated; Ages 18 and Above; Ralph F. Berdie.

A research instrument developed to provide an index of psychological masculinity-feminity. The check list is designed for use in group research and not for individual diagnosis.

• *Health Ideation Pictures* by David S. Gochman; Not Dated; Ages 7-18; David S. Gochman.

A projective-type task designed to measure the extent to which health motivation exists in children. The test consists of eleven pictures depicting scenes intended to elicit health relevant responses. The child's responses to the pictures are coded along a four-point health ideation scale and a two-point adaptive health behavior scale.

• *How I Feel About Television in School* by Jerry B. Ayers; Not Dated; Grades 1-3; Jerry B. Ayers.

Designed to elicit attitudes toward the use of instructional television in the classroom. For each question, the answer sheet provides four faces ranging from smiling to frowning. The child marks the face that best indicates his feelings toward the given question.

Instructional TV Questionnaire by Jerry B. Ayers; Not Dated; Grades 4-6; Jerry B. Ayers.

Assesses students' opinions toward instructional television.

Kropp-Verner Attitude Scale for Evaluating Meetings by Russell P. Kropp and Coolie Verner; Not Dated; Adults; Russell P. Kropp.

Designed to measure the reaction of a total group in attendance at short educational activities such as meetings, conferences, and workshops. The scale provides an assessment of the success of the activity in terms of the attitudes of the participants.

Kuldau Occupational Development Inventory by Von D. Kuldau and Janice E. Kuldau; c1970; Grades 4-6; Janice E. Kuldau.

Designed to assess children's attitudes toward work and the workers role in employment. Six attitudinal factors are considered: money, status and prestige, working conditions, leadership, independence on the job, and self-expression. The items are read orally by the examiner to the children who respond by indicating agreement or disagreement with each.

Measure of Affiliative Tendency by Albert Mehrabian; Not Dated; Ages 18 and Over; Albert Mehrabian.

Measures an individual's general expectation of the positive reinforcing quality of others. The examinee indicates the degree of his agreement or disagreement with a series of statements. The factors assessed are: perference for friends and attachments vs. greater independence from others, preference for group vs. individual activities, positive-negative feelings associated with the presence of others, preference for expressing affection toward people, and active seeking of friends.

Measure of Empathic Tendency by Albert Mehrabian; circa 1971; Ages 18 and Over; Albert Mehrabian.

Designed to assess aspects of emotional empathy. Subscales are: Susceptibility to Emotional Contagion, Appreciation of the Feelings of Unfamiliar and Distant Others, Extreme Emotional Responsiveness, Tendency to be Moved by Others' Positive Emotional Experiences, Tendency to be Moved by Others' Negative Emotional Experiences, Sympathetic Tendency, and Willingness to be in Contact with Others Who Have Problems.

Measure of Sensitivity to Rejection by Albert Mehrabian; Not Dated; Ages 18 and Over, Albert Mehrabian.

Assesses an individual's negative expectation of the positive reinforcing quality of others. Factors included are: preference for behaviors or situations which minimize negative feedback from others, preference for being spontaneous and expressing desires and feelings, preference for warm and accepting people, inability to refuse favors, concern about being liked, and negative feelings associated with the presence of many people.

• *Measurement of Moral Attitudes* by Helena Harris; Not Dated; Ages 9-12; Helena Harris.

This structured interview assessing maturity of moral attitudes is based on Piagetian theory of moral development. The child's responses to a series of value choice pictures are scored for maturity in each of five subtests: Consequences versus Intentions, Immanent Punishment, Solutions to Transgression; Nonpunitive Solutions, Solutions to Transgression: Physical Punishment, and Meaning of Rules.

• *Mouth Appearance Pictures* by David S. Gochman; Not Dated; Ages 7-18; David S. Gochman.

Designed to measure the relative strengths of health and appearance motivation. The task is comprised of nine pairs of pictures. The child is required to choose between a more attractive but less healthy mouth and a less attractive but healthier mouth. There are three degrees of attractiveness (straight, moderately crooked, severely crooked) and three degrees of health (two, five, and eight cavities).

• *Nursery School Behavior Inventory* by Richard N. Walker; circa 1962; Ages 2-4; Richard N. Walker.

The Inventory consists of 64 behavior traits to be rated on 7-point scales by the child's teacher. Trait areas covered are: energetic, active; alert, curious; aggressive, assertive; fearful, anxious; social, friendly; unstable, excitable; cooperative, conforming; cheerful, expressive; and sensitive, easily hurt.

• *Parental Development Timetable* by Irving Torgoff; Not Dated; Parents; Irving Torgoff.

Designed to assess attitudes toward control functions of the parental role. The first subscale, achievement-inducing, requires the parent to indicate the age he believes to be appropriate to initiate training, teaching, or encouraging a child to adopt more mature modes of behavior. The independence-granting subscale asks the parent to indicate the appropriate age at which to allow a child to engage in activities requiring autonomy and independence of judgment and action.

• *Parent's Expectations Inventory* by Charles Y. Nakamura and Mary M. Rogers; circa 1969; Ages 2-4; Charles Y. Nakamura

Devised to measure parents' expectations of autonomous behavior in young children. The 70-item inventory includes two 10-item subscales assessing practical and assertive autonomy. Each item describes behavior in a specific situation concerning a child of a given age and sex. The parents rate all of the items twice, first with reference to expectations for an "average" child of the given age and sex specified in each item, and then with reference to their expectations for their own child.

Perceived Internal Locus of Control Scale by David S. Gochman; Not Dated; Ages 10 and Above; David S. Gochman.

A measure of internal control in children. The scale is based on Bialer's Locus of Control Scale.

Personal Beliefs Inventory by Bob Burton Brown; Not Dated; Adults; Bob Burton Brown.

As part of the *Experimentalism Scale*, this inventory was designed to measure agreement-disagreement with Dewey's philosophy of experimentalism. Items concern belief in the continuity or the dualism of the following: mind and body, permanence and change, science and morals, emotions and intellect, freedom and authority, and knowing and doing.

Poverty Scale by A. P. MacDonald, Jr.; Not Dated; Adults; A. P. MacDonald, Jr.

Assesses individuals' attitudes toward the poor.

School Environment Preference Schedule by Leonard V. Gordon; c1968; Grades 6-12; Leonard V. Gordon.

A self-administered measure of bureaucratic orientation based on the Weberian model. The behavioral characteristics represented are: Self-Subordination, Uncriticalness, Rule Conformity, and Traditionalism.

Situational Attitude Scale: First Edition by William E. Sedlacek and Glenwood C. Brooks, Jr.; c1972; Adults; NATRESOURCES, Inc.

Designed to measure the attitudes of whites toward blacks. The questionnaire consists of a variety of personal and social situations requiring racially-relevant responses.

Treatment Expectations Scale by Richard M. Eisler, Michael Hershen, Peter M. Miller, and Laura S. Wooten; Not Dated; Adults; Richard M. Eisler.

Developed to survey the treatment expectations of psychiatric patients. The device consists of six subscales: No Treatment, Personal Behavior Change, Interpersonal Change, Job and School, Psychiatric Symptom, and Physical Symptom.

• *Visual Judgment Scale* by Thomas L. Pasternack; Not Dated; Grades 1-8; Thomas L. Pasternack.

Devised to assess the existence of qualitative differences in the development of yielding behavior in young children. A compliance score is derived on the basis of the child's behavior in social pressure, social influence, and noninfluence situations.

Ways to Live by Charles Morris; Not Dated; Ages 18 and Above; Charles Morris.*

Devised to investigate the individual's conceptions of the good life. The questionnaire consists of descriptions of 13 possible ways to live: preserve the best that man has attained; cultivate independence of persons and things; show sympathetic concern for others; experience festivity and solitude in alternation; act and enjoy life through group participation; constantly master changing conditions; integrate action, enjoyment, and contemplation; live with wholesome, carefree enjoyment; wait in quiet receptivity; control the self stoically; meditate on the inner life; chance adventuresome deeds; and obey the cosmic purposes. The examinee rates each way on a 7-point scale indicating degree of like or dislike. Five value dimensions are represented in the instrument: Social Restraint and Self Control, Enjoyment and Progress in Action, Withdrawal and Self-Sufficiency, Receptivity and Sympathetic Concern, and Self-Indulgence. *Included in: Morris, Charles, *Varieties of Human Value*. Chicago: University of Chicago Press, 1956.

What Kind of Person Are You? by E. Paul Torrance; c1963-70; Grades 9-16 and Adults; E. Paul Torrance.

Verbal stimuli are employed to provide an index of an individual's disposition to function in creative ways.

Work Environment Preference Schedule by Leonard V. Gordon; c1973; Adolescents and Adults; The Psychological Corporation.

A self-administered measure of an individual's commitment to the kinds of attitudes, values, and behaviors that tend to be rewarded by bureaucratic organizations. The behavioral characteristics assessed are based on the Weberian model and include: Self-subordination, Impersonalization, Rule Conformity, Traditionalism, and Compartmentalization.

Miscellaneous, Sensory-motor, Unidentified:

• *Activity Level Rating Scale for Infants and Preschool Children* by Katharine M. Banham; 1967; 2 months-5 years; Katharine M. Banham.

Designed to assist in the psychological assessment of cerebral palsied infants and preschool children. Two forms of the scale are available—one for infants under 2 years of age, and another for children ages 2 to 5 years. Ten categories of activity are rated on a 5-point scale. The categories comprise: bodily activity, concentration of attention, exploratory behavior, social responsive activity, vocalizing and speech, avoidance activity, cheerful smiling and laughter, distressful crying and whimpering, persistent striving, and aggressive assertive activity. Ratings are made by psychologists during or immediately following a period of individual intelligence testing.

• *Children's Behavior Questionnaire, Revised* by Michael Rutter and William Yule; c1968; Ages 7-13; Michael Rutter.

A device designed to elicit information which can be used to differentiate between various types of behavioral and emotional disorders. The rater indicates whether each of a variety of behaviors is applicable to the child being rated. Two forms are available—one is completed by teachers, the other by parents. The parents' form is more comprehensive since it also includes sections pertaining to the child's habits and minor health problems.

Composition Rating Scale by Leonard Freyman; Not Dated; Range—Open; Leonard Freyman.

The semantic differential technique is employed to enable the evaluation of a composition in the areas of content, style, and conventions.

• *Diagnostic Test of Speechreading* by Helmer R. Myklebust and Arthur I. Neyhus; c1970; Ages 4-9; Grune and Stratton, Inc.

A comprehensive diagnostic procedure for evaluating the deaf child's ability to comprehend the spoken word. The film component of the test is in two parts. Part one consists of the Words portion of the test, while the second part contains the Phrases and Sentences portions. The child responds to each of the filmed items by pointing to one of four pictures on each of 64 response plates. On the basis of his scores, the child's ability to speechread can be rated as excellent, good, fair, or poor.

Environmental Deprivation Scale by W. O. Jenkins and G. R. Pascal; c1961; Adults; Rehabilitation Research Foundation.

Designed to assess degree of environmental deprivation or support as an index of behavioral malfunctioning. Environment is divided into three areas of input: occupational activities, institutional activities, and interpersonal relationships. The scale is useful in predicting various forms of deviant behavior.

• *Index of Perceptual-Motor Laterality* by Allan Berman; Not Dated; Ages 8-13; Allan Berman.

A battery of 54 perceptual-motor tasks designed to measure laterality. The Index was originally entitled *Index of Cerebral Dominance.*

Life History Questionnaire by Roland Rudolf and Robert Helmreich; c1971; Adults; Robert Helmreich.

Designed to collect detailed factual data on an individual's life experiences and activities during the period from birth to age 18. The questions cover: residence, basic provisions, family, health, educational experiences, achievements, religious and recreational activities, relationships, and work and financial experiences.

Maladaptive Behavior Record by W. O. Jenkins and G. R. Pascal; Not Dated; Adults; Rehabilitation Research Foundation.

Assesses the individual's behavioral problems and deviancies. The behavioral response items are: Income, Working Conditions, Coworkers, Employer, Work Attendance, Alcohol, Drugs, Gambling, Fighting, Verbal Abusiveness, Maladaptive Associations, Money Management, Physical Condition, Psychological Adjustment, Legal Processes, and Other Maladaptive Responses.

• *Manual Accuracy and Speed Test* by Peter F. Briggs and Auke Tellegen; 1971; Ages 3 years and Above; Peter F. Briggs (Test apparatus available from Lafayette Instrument Company).

A battery of five manual motor tests for use with each hand. The tasks are: Ballistic Tapping, Large Peg Placement, Small Peg Placement, Nails Transfer, and Hole Steadiness. The test may be administered to physically handicapped children.

Master of Arts Oral Rating Scale by Granville B. Johnson; Not Dated; Adults; Granville B. Johnson.

A rating scale devised to aid in the evaluation of Master of Arts oral examinations. Five factors are rated on a 5-point scale ranging from very poor to very good. The factors are: coverage-depth, coverage-breadth, research consumption and production, organization, and presentation.

Perceived Parenting Questionnaire by A. P. MacDonald, Jr.; Not Dated; Ages 18 and Above; A. P. MacDonald, Jr.

Devised to investigate the relationship between control orientations and parent-child relationships. The subject selects the answer that best describes the way in which his parent behaved during the major portion of his childhood. The questionnaire encompasses nine general parent practice variables: nurturance, instrumental companionship, principled discipline, predictability of standards, protectiveness, physical punishment, achievement pressure, deprivation of privileges, and affective punishment. It is based upon the *Cornell Parent Behavior Questionnaire.*

• *Prereading Expectancy Screening Scales* by Lawrence C. Hartlage and David G. Lucas; c1973; Grade 1; Psychologists and Educators, Inc.

A group diagnostic battery designed to predict reading problems in beginning readers. The subtests are: Visual Sequencing, Visual/Auditory Space, Auditory Sequencing, and Letter Identification.

• *Rystrom Dialect Deviation Test* by Richard C. Rystrom; Not Dated; Grade 1; Richard C. Rystrom.

A 25-item test devised to measure differences in dialect between speakers of standard English dialect and speakers of Negro dialects. The individual administration requires two tape recorders. The simple sentences which the child is to imitate are recorded on one. The other is used to record both the cues and the child's responses.

• *Rystrom Dialect Test* by Richard C. Rystrom; circa 1969; Grade 1; Richard C. Rystrom.

Designed to differentiate Negro dialect from standard English. The Test consists of 24 simple sentences which are read to the child who is then asked to repeat them.

Semantic Features Test by P. O. Evanechko and T. O. Maguire; Not Dated; Grades 5-8; Peter O. Evanechko.

Developed to identify the dimensions of an individual's meaning space. The four major form classes of words–nominals, verbals, adjectivals, adverbs–are represented among the paired comparison test items. The items represent 24 categories of meaning which may be arranged in five logical groupings: Similarity Group (synonym, similarity, supraordinate, whole-part, part-part); Relation Group (coordinate, attribute, contrast, free association, connotation); Action Group (action-upon, action-on, common-use, use of repetition); Explanation Group (contiguity, analysis, synthesis, ostensive definition); and Class Membership Group (extension of a class, denotation in context, generic definition, class membership implied, intension of a class).

• *Southeastern Day Care Project Rating Form for Infants*; 1973; Birth-Two Years; Southeastern Day Care Project.*

Devised to assess the developmental progress and to identify the needs of children in day care programs. Items are grouped according to age ranges. Ratings are made on the basis of daily observations of the child in the day care setting. *Included in: *Evaluating Children's Progress: A Rating Scale for Children in Day Care.* Washington, D. C.: Day Care and Child Development Council of America, Inc., March 1973.

• *Southeastern Day Care Project Rating Form for Two-Year-Olds*; 1973; Age 2; Southeastern Day Care Project.*

Assesses developmental progress and identifies the needs of children in day care programs in the following areas: cognitive (verbal and communication), social and emotional, motor skills,

and hygiene and self-help. Ratings are made on the basis of observations of the child at four-month intervals. *Included in: *Evaluating Children's Progress: A Rating Scale for Children in Day Care*. Washington, D. C.: Day Care and Child Development Council of America, Inc., March 1973.

• *Southeastern Day Care Project Rating Form for Three-Year-Olds*; 1973; Ages 3-4; Southeastern Day Care Project.*

The form is devised to assess a child's developmental progress in cognitive, social and emotional, motor, and hygiene and self-help skills at six month intervals. The ratings are made on the basis of observations of the child in the day care setting. *Included in: *Evaluating Children's Progress: A Rating Scale for Children in Day Care*. Washington, D. C.: Day Care and Child Development Council of America, Inc., March 1973.

• *Southeastern Day Care Project Rating Form for Four- and Five-Year-Olds*; 1973; Ages 4-6; Southeastern Day Care Project.*

Designed to assess the developmental progress and to identify the needs of young children participating in day care programs. The skills covered include: cognitive, social and emotional, motor, and hygiene and self-help. Ratings are made at eight month intervals. *Included in: *Evaluating Children's Progress: A Rating Scale for Children in Day Care*. Washington, D. C.: Day Care and Child Development Council of America, Inc., March 1973.

Teacher Practices Inventory by Bob Burton Brown; Not Dated; Adults; Bob Burton Brown.

Designed to measure agreement-disagreement with Dewey's philosophy of education. Items concern belief in the continuity or the dualism of subject matter and method, including: situations of experience, the development of challenging problems, the generation of ideas, the observation and collection of data, the development of hypotheses, experimental application and testing, the evaluation and judgment of results, neglect of direct experiences, reliance on extrinsic motivation, making learning a direct and conscious end in itself, the mechanical following of an established method, and the imposition of a general method on all alike. The inventory is part of the *Experimentalism Scale*.

ANNOUNCEMENTS RECEIVED

• *Classroom Reading Inventory, Second Edition* by Nicholas J. Silvaroli; c1973; Wm. C. Brown Company, Publishers.

Designed for the classroom teacher who has not had prior experience with individual or group diagnostic measures. The Inventory is in three parts consisting of a graded word list, graded oral reports, and a spelling survey.

• *Deep Test of Articulation-Picture Form* by Eugene T. McDonald; Stanwix House, Inc.

A measure of articulation ability consisting of pictorial items.

• *Deep Test of Articulation-Sentence Form* by Eugene T. McDonald; Stanwix House, Inc.

Sentences of simple construction and vocabulary comprise this index of articulatory proficiency.

Mathematics Evaluation Materials Package: Addition and Subtraction; Elementary Level; The Ontario Institute for Studies in Education, Canada.

A set of objectives and companion test items for mathematics education.

Mathematics Evaluation Materials Package: Multiplication and Division: Mixed Operations; Elementary Level; The Ontario Institute for Studies in Education, Canada;

A collection of mathematics objectives accompanied by appropriate test items.

• *Pritchard-Fox Phoneme Auditory Discrimination Tests* by Alan S. Pritchard and Barbara S. Fox; c1970; Kindergarten and Over; Alpha Educational Associates.

An individually-administered measure of discriminatory ability for use in kindergarten and clinical situations.

Reading/Everyday Activities in Life Literacy Test (R/EAL) by Marilyn Lichtman; Ages 10-Adult; Cal Press.

A measure of functional literacy which can be used for both evaluation and diagnosis. Nine reading activities used in daily life are presented via the test booklet and audio cassette. The cassettes are available in Spanish but all the tests are in English only. R/EAL has been administered to students in inner-city high schools, adult education classes, and the Job Corps.

• *Screening Deep Test of Articulation* by Eugene T. McDonald; Stanwix House, Inc.

Designed to enable quick observation of a child's articulation of nine commonly misarticulated consonants in a variety of phonetic contexts.

• *Tests of Achievement in Basic Skills: Mathematics, Kindergarten* by James C. Young; Preschool-Kindergarten; Educational and Industrial Testing Service.

Assesses 18 concepts defined by specific objectives. The concepts include: numeration, recognition of simple geometric shapes, inside-outside, length, weight, sets, sequences, and number line. A flip chart is used to individually administer the test.

• *Tests of Achievement in Basic Skills: Mathematics, Grade 1* by James C. Young; Grade 1; Educational and Industrial Testing Service.

Designed for use with children in their first year of school, this test covers: numeration concepts; addition and subtraction of whole numbers; identification of halves, thirds, and fourths; geometric shapes; length; time; money; liquid measure; purchasing items; when to add; set concepts; one-to-one correspondence; inequality; expanded notation; sequences; and odd-even concepts.

• *Tests of Achievement in Basic Skills: Mathematics, Grade 2* by James C. Young; Grade 2; Educational and Industrial Testing Service.

The test items cover: numeration, number line operations, addition and subtraction of whole numbers, multiplication with factors not to exceed five, identification of fractional parts, geometric shapes, length, time, liquid measure, weight, money, story problems, sets, one-to-one correspondence, inequality, expanded notation, and sequences. The test is also appropriate for beginning-of-the-year administration in grade 3.

Wisconsin Tests of Reading Skill Development: Study Skills; c1973; Interpretive Scoring Systems.

Group-administered assessment components of the Wisconsin Design for Reading Skill Development. Tests will be available at seven levels in both machine- and hand-scorable forms. A Planning Guide and a Resource File are provided to aid the teacher in implementing the program and in devising instructional activities.

• *Word Intelligibility by Picture Identification* by Mark Ross and Jay Lerman; Stanwix House, Inc.

A measure of the word discrimination ability of hearing impaired children.

TESTS NO LONGER AVAILABLE

Biographical Inventory for Students; The Office of Special Tests, Educational Testing Service.

Experimental Comparative Prediction Battery; The Office of Special Tests, Educational Testing Service.

Facts About Science Test; The Office of Special Tests, Educational Testing Service.

Minnesota T-S-E- Inventory: The Office of Special Tests, Educational Testing Service.

Oberlin Test of Music and Art; The Office of Special Tests, Educational Testing Service.

Russell Sage Social Relations Test; The Office of Special Tests, Educational Testing Service.

Sizing Up Your School Subjects; The Office of Special Tests, Educational Testing Service.

Test of Reasoning in Conservation; The Office of Special Tests, Educational Testing Service.

TEST REVIEWS

• *Balthazar Scales of Adaptive Behavior for the Profoundly and Severely Mentally Retarded*; Research Press Company.

Reviewed by Barton B. Proger in the *Journal of Special Education*, 1973, Vol. 7, No. 1, pp. 95-101.

• *Basic Screening and Referral Form for Children with Suspected Learning and Behavioral Disabilities*; Fearon Publishers.

Reviewed by Ira Gross, University of Rhode Island, in *Journal of School Psychology*, Summer 1973, Vol. 11, No. 2, p. 175.

The California Psychological Inventory Handbook, Jossey-Bass, Inc.

Reviewed by Lenore W. Harmon, University of Wisconsin, in *Personnel and Guidance Journal*, June 1973, Vol. 51, No. 10, p. 764.

Holtzman Inkblot Technique; The Psychological Corporation.

Reviewed by Kenneth R. Gamble, Loyola University of Chicago, in the *Psychological Bulletin*, March 1972, Vol. 77, No. 3, pp. 172-194.

• *Tests of Achievement in Basic Skills*; Educational and Industrial Testing Service.

Reviewed by Barton B. Proger, Pennsylvania Resources and Information Center for Special Education, in the *Journal of Special Education*, 1972, Vol. 6, pp. 411-415.

NEW PUBLISHERS

Alpha Educational Associates
122 Deerhurst Park Boulevard
Buffalo, New York 14217

Cal Press, Inc.
76 Madison Avenue
New York, New York 10016

Developmental Reading Distributors
1944 Sheridan
Laramie, Wyoming 82070

Ernst Klett Verlag
7000 Stuttgart 1
Postfach 809
Rotebuhlstrabe 77, West Germany

McGrath Publishing Company
P.O. Box 535
Whitmore Lake, Michigan 48189

William A. McCartney
P.O. Box 507
Kaneohe, Hawaii 96744

Stanwix House, Incorporated
3020 Chartiers Avenue
Pittsburgh, Pennsylvania 15204

NEW ADDRESSES

Sheridan Psychological Services, Inc.
P.O. Box 6101
Orange, California 92667

NEW REFERENCES

Anderson, John W., and Lentilhon, Robert W. *The CPA Examination: Volume I Practice, Auditing, and Theory*. Cincinnati, Ohio: South-Western Publishing Company, 1972. Pp. xxv + 642, $12.95.

The first of a two-volume set designed to aid individuals in preparing for the *Uniform Certified Public Accountant Examination*. The authors reviewed past CPA exams to determine the nature of the examination, the frequency of coverage of certain topics, and types of problems encountered. Detailed analysis of the examinations for a 10-year period indicated the topic coverage, time allocated, whether required or alternative, and the particular problem requirements. Fourteen topic categories are presented along with sample problems and a Guide to Solution of Problems.

Backer, Thomas E. *Methods of Assessing The Disadvantaged in Manpower Programs: A Review and Analysis*. Final Report. U. S. Department of Labor, Contract No. 92-06-72-07. Los Angeles: Human Interaction Research Institute, November 1972. Pp. 192.

This report reviews the results of the projects sponsored by the Manpower Administration and other agencies to devise assessment tools tailored to the special needs of the culturally disadvantaged manpower program enrollee. In addition to the report itself, a summary chart of tools reviewed, a work sample summary chart, a summary of the report, an annotated bibliography, and various appendices are provided.

Blanton, W., Farr, R., and Tuinman, J., Editors. *Reading Tests for the Secondary Grades. A Review and Evaluation*. Newark, Delaware: International Reading Association, 1972. Pp. iv + 55, $2.00.

A guide intended for classroom teachers and other personnel who are responsible for selecting reading achievement tests. The major issues that should be considered before a test is chosen are discussed. Several of the most commonly used reading tests are reviewed in terms of the content measured by the test, its statistical properties, its scorability, the meaning of the subtest and total test scores, and whether the test measures adequately what it purports to measure.

Fear, Richard A. *The Evaluation Interview: Second Edition*. New York: McGraw-Hill Book Company, 1973. Pp. xii + 320, $9.95.

The technique, interpretation, and application of the evaluation interview are discussed in detail. Basic general requirements are described in terms of personality, aptitudes, and motivation for seven different kinds of jobs: management, research, production, sales, purchasing, finance, and employee relations. Various aspects of interpreting an applicant's history are explained. In addition, a step-by-step interview guide, an interview rating form, and actual interview write-ups are provided.

Fitts, William H. *Tennessee Self-Concept Scale: Bibliography of Research Studies, First Edition*. Nashville, Tennessee: Dede Wallace Center, 1973. Pp. 23, $3.00.

An extensive listing of research studies in which the *Tennessee Self-Concept Scale* has been used. This bibliography will be periodically revised and updated. Between revisions, periodic supplements will be compiled and made available.

Lake, Dale G., Miles, Matthew B., and Earle, Ralph B., Editors. *Measuring Human Behavior: Tools for the Assess-*

ment of Social Functioning. New York: Teachers College Press, 1973. Pp. xviii + 422.

This reference book presents information on 84 research instruments for studying organizations, groups, and interpersonal relationships. Details on availability, variables measured, administration and scoring, history of development, reliability, validity, norms, response sets, measurement difficulties, and references are provided for each instrument. Twenty other compendia of research instruments are also described.

Matarazzo, Joseph D. *Wechsler's Measurement and Appraisal of Adult Intelligence, 5th and Enlarged Edition*. Baltimore: The Williams and Wilkins Company, 1972. Pp. x + 572, $15.75.

This revision of the basic text in clinical psychology is presented in four parts: The Nature, Classification, and Assessment of Intelligence; Some Early and Modern Approaches to Validation; The Wechsler-Bellevue and the Wechsler Adult Intelligence Scale; and Additional Approaches to Validation and Some Applications in Practice.

Millman, Jason. *Determining Test Length: Passing Scores and Test Lengths for Objectives-Based Tests*. Los Angeles: Instructional Objectives Exchange, 1972, Pp. 33, $1.00.

Written to assist persons who are constructing objectives-based tests in determining the number of items needed to assess each objective and the number of students being tested.

Popham, W. James. *Evaluating Instruction*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc. 1973. Pp viii + 157, $3.50 paper, $6.95 cloth.

This book consists of six self-instructional programs, each of which focus on some aspect of the evaluation of instruction. The topics covered by the programs are: current conceptions of educational evaluation, modern measurement methods, instructional supervision: a criterion-referenced strategy, constructing teaching performance tests, using teaching performance tests, and alternative avenues to educational accountability. Each program contains a set of specific objectives, a set of detachable response sheets, separate mastery tests, and answers to the tests.

• Potter, Thomas C., and Rae, Gwenneth. *Informal Reading Diagnosis: A Practical Guide for the Classroom Teacher*. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1973. Pp. x + 221, $11.95 cloth, $6.95 paper.

Intended as a resource for the classroom teacher, this volume not only offers an overview of the diagnostic process but also presents specific informal testing techniques for use in the classroom. A model of reading is provided which presents various reading skills. Tests are then described which assess each of these skills that are in the areas of prerequisite, beginning reading, phonics, reading comprehension, study, and analysis and appreciation.

Saville, Peter. *British Manual to the Mechanical Comprehension Test: Form CC*. Windsor, Berks: NFER Publishing Company, Ltd., 1973, Pp. 17.

The manual reports normative and reliability data and information on test validity for the *Mechanical Comprehension Test: Form CC*. The standardization studies were conducted with industrial groups and students following various technological courses.

• Saville, Peter, and Blinkhorn, Stephen. *The Gates-MacGinitie Reading Tests, Primary A, Form 1: British Supplement of Norms*. Windsor, Berks: NFER Publishing Company, 1973. Pp. 10.

Norms and reliability data for the British Edition of the *Gates-MacGinitie Reading Tests, Primary A, Form 1* are reported in this supplement.

• Thorndike, Robert L. *Stanford-Binet Intelligence Scale: 1972 Norms Tables*. Boston: Houghton Mifflin, 1973.

This monograph, which is reproduced from the *Manual for the Third Revision, Form L-M, Stanford-Binet Intelligence Scale: 1972 Norms Edition*, may be used to supplement the 1960 edition of the Form L-M Manual. It provides all the additional information needed to interpret Form L-M results based on the 1972 restandardization.

State Educational Assessment Programs 1973 Revision. Princeton, New Jersey: Educational Testing Service, 1973. Pp. vii + 98, $4.00.

Reports the results of the second survey of the status of state educational assessment programs. Part one of the report describes, analyzes, and interprets the most significant portions of the data collected in the survey. The assessment activities of each of the 50 states, the District of Columbia, Puerto Rico, and the Virgin Islands are delineated in the second part. A copy of the interview guide used in the survey is provided in the appendix.

SCORING SERVICES AND SYSTEMS

The Testing Center of Southern Illinois University provides scoring services for the *Illinois Tests in the Teaching of English*. Optional services available from the Center are: item analysis, individual profile report, punched cards, and magnetic tape.

NOTES

The Dede Wallace Center operates a clearinghouse for research studies using the *Tennessee Self-Concept Scale*. Researchers who use the *TSCS* are requested to report their findings directly to the Center.

A series of annotated test bibliographies has been prepared by the Educational Testing Service Test Collection. Bibliographies presently available are: *Attitudes Toward School and School Adjustment, Grades 4-6; Attitudes Toward School and School Adjustment, Grades 7-12; Criterion-Referenced Measures; Measures of Self-Concept, Grades 4-6; Self-Concept Measures, Grade 7 and Above; Teacher Assessment;* and *Tests for Educationally Disadvantaged Adults.*

A 1973 revision of the *ETS Tests and Measurement Kit* is now available. Components of the Kit are: *Making the Classroom Test: A Guide for Teachers, Multiple Choice Questions: A Close Look, Selecting an Achievement Test: Principles and Procedures,* and *Short-Cut Statistics for Teacher-Made Tests.* Kits may be obtained at a cost of $1.00 each. Write to: T & M Kits, Educational Testing Service, Princeton, New Jersey 08540.

Educational Testing Service Programs of Continuing Education will conduct 12 intensive resident courses utilizing team teaching, multi media presentations, simulation exercises, and other interactive techniques. The courses being offered at ETS in Princeton during 1973-74 include: Assessment Concerns in Early Education, Assessment for the Guidance of Minorities and the Educationally Disadvantaged, Performance-Based Teacher Training and Assessment, Inservice Teacher Evaluation, Criterion-Referenced and Objectives-Referenced Measurement, Assessment and Evaluation in Educational Planning, Educational Accountability, Assessment and Evaluation in Higher Education, Guidance and Assessment of Non-Traditional Learning, Assessing Occupational Competencies, Assessment and Evaluation in Continuing Education, and Assessment Concerns in the Community College. Detailed information on these courses may be obtained from Harold J. Alford, Dean of Instruction, ETS Programs of Continuing Education, Educational Testing Service, Princeton, New Jersey 08540.

• A 1973 revision of the Head Start Test Collection Report–*Self-Concept Measures: An Annotated Bibliography* has been prepared. It is available from the Head Start Test Collection, Educational Testing Service.

• Westinghouse Learning Corporation has announced the availability of the School Curriculum Objective-Referenced Evaluation System. SCORE is a comprehensive data base containing instructional objectives and related test items covering the language arts-reading, athematics, science, and social studies curricula from kindergarten through grade eight. The system enables the preparation of tailor-made, machine-scorable tests designed to assess the attainment of designated instructional objectives.

ADDRESSES

Below are the addresses of those publishers and organizations whose materials and services are mentioned in this *Bulletin*.

Alpha Educational Associates
122 Deerhurst Park Boulevard
Buffalo, New York 14217

Jerry B. Ayers
Tennessee Technological University
Cookeville, Tennessee 38501

Katharine M. Banham
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Durham, North Carolina 27706

Behavioral Publications, Inc.
2852 Broadway–Morningside Heights
New York, New York 10025

Ralph F. Berdie
301 Walter Library
University of Minnesota
Minneapolis, Minnesota 55455

Allan Berman
Assistant Professor
Department of Psychology
University of Rhode Island
Chafee Building
Kingston, Rhode Island 02881

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524 Clarkson Avenue
Brooklyn, New York 11203

Bob Burton Brown
Institute for Development of Human Resources
College of Education
University of Florida
Gainesville, Florida 32601

Cal Press, Inc.
76 Madison Avenue
New York, New York 10016

Day Care and Child Development Council of America, Inc.
1401 K Street, N.W.
Washington, D.C. 20005

Dede Wallace Center
Research Department
700 Craighead Avenue
Nashville, Tennessee 37204

Developmental Reading Distributors
1944 Sheridan Avenue
Laramie, Wyoming 82070

Educational and Industrial Testing Service
P.O. Box 7234
San Diego, California 92107

Educational Testing Service
Princeton, New Jersey 08540

Richard M. Eisler
Veterans Administration Center
University of Mississippi Medical Center
Jackson, Mississippi 39216

Ernst Klett Verlag
7000 Stuttgart 1
Postfach 809
Rotebuhlstrabe 77, West Germany

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Faculty of Education
University of Victoria
P.O. Box 1700
Victoria, B.C., Canada

Fearon Publishers
6 Davis Drive
Belmont, California 94002

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2155 Miramar Boulevard
Cleveland, Ohio 44118

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Albany, New York 12203

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111 5th Avenue
New York, New York 10003

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City University of New York
Staten Island, New York 10301

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Department of Psychology
University of Texas
Mezes Hall, 211
Austin, Texas 78712

Houghton Mifflin Company
110 Tremont Street
Boston, Massachusetts 02107

Houghton Mifflin Company
Pennington-Hopewell Road
Hopewell, New Jersey 08525

Human Interaction Research Institute
10889 Wilshire Boulevard
Los Angeles, California 90024

International Reading Association
6 Tyre Avenue
Newark, Delaware 19711

Interpretive Scoring Systems
A Division of National Computer Systems, Inc.
P.O. Box 1416
Minneapolis, Minnesota 55401

Granville B. Johnson
College of Education
University of Southern Alabama
Mobile, Alabama 36608

Jossey-Bass Inc., Publishers
615 Montgomery Street
San Francisco, California 94111

Russell P. Kropp
College of Education
Florida State University
Tallahassee, Florida 32306

Janice E. Kuldau
1 White Birch Trail
Superior, Wisconsin 54880

Lafayette Instrument Company
Box 1279
North 9th Street Road and 52 By-Pass
Lafayette, Indiana 47902

William A. McCartney
P.O. Box 507
Kaneohe, Hawaii 96744

A.P. MacDonald, Jr.
Associate Director
Developmental Disabilities/Technical Assistance System
625 Cameron Avenue
University of North Carolina
Chapel Hill, North Carolina 27514

McGrath Publishing Company
P.O. Box 535
Whitmore Lake, Michigan 48189

McGraw-Hill Book Company
330 West 42nd Street
New York, New York 10036

Albert Mehrabian
405 Hilgard Avenue
Los Angeles, California 90024

NATRESOURCES, Inc.
520 North Michigan Avenue
Chicago, Illinois 60611

NFER Publishing Company, Ltd.
"The Mere" Upton Park
Slough, Bucks, England

Charles Y. Nakamura
Department of Psychology
University of California
Los Angeles, California 90024

The Ontario Institute for Studies in Education
Department of Measurement and Evaluation
252 Bloor Street West
Toronto 5, Ontario, Canada

Thomas L. Pasternack
Department of Psychology
Randolph-Macon Woman's College
Lynchburg, Virginia 24504

Prentice-Hall, Inc.
Englewood Cliffs, New Jersey 07632

Programming Specialists, Inc.
P.O. Box 160
Brooklyn, New York 11234

The Psychological Corporation
304 East 45th Street
New York, New York 10017

Psychologists and Educators, Inc.
Suite 212
211 West State Street
Jacksonville, Illinois 62650

Rand McNally and Company
Post Office Box 7600
Chicago, Illinois 60680

Rehabilitation Research Foundation
Draper Correctional Center
Elmore, Alabama 35901

Research Press Company
Box 3177
2612 North Mattis Avenue
Champaign, Illinois 61820

Richard Rystrom
Reading Department
College of Education
University of Georgia
Athens, Georgia 30601

M.L. Rutter
Institute of Psychiatry
The Bethlem Royal Hospital and
Maudsley Hospital
De Crespigny Park, Denmark Hill
London SE 5 8AF, England

Sheridan Psychological Services, Inc.
P.O. Box 6101
Orange, California 92667

South-Western Publishing Company
Division Scott-Foresman Company
5101 Madison Road
Cincinnati, Ohio 45227

Southern Illinois University Press
Testing Center
Box 3697 (P.O.)
Carbondale, Illinois 62901

Stanwix House, Inc.
3020 Chartiers Avenue
Pittsburgh, Pennsylvania 15204

Teachers College Press
Teachers College
Columbia University
New York, New York 10027

Robert E. Thayer
Psychology Department
California State University,
Long Beach
6101 East Seventh Street
Long Beach, California 90801

Irving Torgoff
Oakland University
Rochester, Michigan 48063

E. Paul Torrance
Educational Psychology
College of Education
University of Georgia
Athens, Georgia 30601

University of Chicago Press
5750 Ellis Avenue
Chicago, Illinois 60637

Richard N. Walker
Director of Research
Gesell Institute of Child
Development
310 Prospect Street
New Haven, Connecticut 06511

Westinghouse Learning Corporation
P.O. Box 30
Iowa City, Iowa 52240

Wm. C. Brown Company Publishers
2460 Kerper Boulevard
Dubuque, Iowa 52001

The Williams and Wilkins Company
428 East Preston Street
Baltimore, Maryland 21202

INDEX TO VOLUME 7

Numbers 1-4 *January-October 1973*

This index includes all tests, programs, reviews, references, publisher changes, and services which were listed in Volume 7 of the *Test Collection Bulletin*. References are to the issue number and page. An asterisk (*) indicates that the reference or test would be of particular interest to those working with children from birth to nine years.

Issues of the 1973 *Bulletin* are still available. Copies can be obtained for fifty cents ($.50) each as long as the supply lasts. Address requests for copies to the *Test Collection Bulletin* Educational Testing Service, Princeton, New Jersey 08540.

Acquisitions

ACHIEVEMENT

ACS Cooperative Examination–Biochemistry: Form 1972, 3-2

ACS Cooperative Examination–Brief Course in Organic Chemistry: Form 1971B, 3-2

ACS Cooperative Examination–Inorganic Chemistry: Form 1971, 3-2

ACS Cooperative Examination–Instrumental Analysis: Form 1972, 3-2

ACS Cooperative Examination–Organic Chemistry: Form 1971, 3-2

ACS-NSTA Cooperative Examination–High School Chemistry: Form 1972 ADV, 3-2

ACS-NSTA Cooperative Examination–High School Chemistry: Form 1971, 3-2

ACS Cooperative Examination–Organic Chemistry Graduate Level: Form 1971-0, 3-2

ACS Cooperative Chemistry Examination–Inorganic-Organic-Biological Chemistry (for Paramedical Programs): Form 1971, 3-2

Aden-Crosthwait Adolescent Psychology Achievement Test, 3-2

American College of Obstetricians and Gynecologists Self-Assessment Examination in Clinical Gynecology, 2-2

American College of Radiology Self-Evaluation and Continuing Education Program: III Genitourinary Tract Disorders, 2-2

American Society of Anesthesiologists Self-Evaluation Program No. 2, 1972, 2-2

American Society of Clinical Pathologists Professional Self-Assessment Program for Medical Laboratory Personnel–Clinical Chemistry Examination: Methodology, 1-2

American Society of Clinical Pathologists Professional Self-Assessment Program for Medical Laboratory Personnel–Clinical Chemistry Theory, 1-2

American Society of Clinical Pathologists Professional Self-Assessment Program for Medical Laboratory Personnel–Cytology Examination, 1-2

American Society of Clinical Pathologists Professional Self-Assessment Program for Medical Laboratory Personnel–Hematology Theory Examination, 1-2

American Society of Clinical Pathologists Professional Self-Assessment Program for Medical Laboratory Personnel–Immunohematology Examination, 1-2

American Society of Clinical Pathologists Professional Self-Assessment Program for Medical Laboratory Personnel–Surgical Pathology Examination, 1-2

* *Basic Educational Skills Inventory, Experimental Edition: Math, 3-3*

* *Basic Educational Skills Inventory, Experimental Edition: Reading, 3-3*

Basic Skills Inventory, 2-2

* *Bzoch-League Receptive-Expressive Emergent Language Scale for the Measurement of Language Skills in Infancy, 2-2*

* *Children's English Proficiency Test, 3-3*

* *Comprehensive Mathematics Inventory, 2-2*

Cooperative Literature Tests, 2-2

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Illinois Tests in the Teaching of English–Knowledge of the Teaching of English: Competency Test D, 4-2

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* *Instructional Objectives Exchange: Objective Collection in Early Childhood Education, Ages 3-6 Years, 2-3*

Instructional Objectives Exchange: Objective Collection in Geometry, Grades 10-12, 2-3

Instructional Objectives Exchange: Objective Collection in Judgment: Deductive Logic and Assumption Recognition, Grades 7-12, 2-3

* *Instructional Objectives Exchange: Objective Collection in Language Arts: Composition Skills, Kindergarten-Grade 12, 2-3*

* *Instructional Objectives Exchange: Objective Collection in Language Arts: Comprehension Skills, Kindergarten-Grade 12, Revised Edition, 2-3*

* *Instructional Objectives Exchange: Objective Collection in Language Arts: Decoding Skills, Kindergarten-Grade 12, Revised Edition, 2-3*

* *Instructional Objectives Exchange: Objective Collection in Language Arts: Listening, Oral Expression, and Journalism, Kindergarten-Grade 12, 2-3*

* *Instructional Objectives Exchange: Objective Collection in Language Arts: Mechanics and Usage, Kindergarten-Grade 12, 2-3*

* *Instructional Objectives Exchange: Objective Collection in Language Arts: Structural Analysis, Kindergarten-Grade 12, Revised Edition, 2-3*

* *Instructional Objectives Exchange: Objective Collection in Language Arts: Study and Reference Skills, Kindergarten-Grade 12, Revised Edition 2-4*

* *Instructional Objectives Exchange: Objective Collection in Language Arts: Traditional Grammar, Kindergarten-Grade 12, Revised Edition, 2-4*

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